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ABSTRACT

The Croft In-Service Reading Program was one program selected for the inservice training of the District of Columbia public school teachers. It proposed to help teachers at every grade level to acquire the skills and knowledge necessary to be successful in teaching word attack skills, but was mainly designed for elementary teachers. An evaluation of the program's effectiveness was carried out by sending questionnaires to teachers in the evaluation sample after the completion of their training. Data received from 148 elementary teachers and 55 junior high school teachers were analyzed. It was concluded that (1) the Croft approach to teaching word attack skills had value for both elementary and junior high teachers; (2) the children taught by the Croft approach improved their word attack skills significantly; (3) the Croft diagnostic tests helped to diagnose student weaknesses quickly and accurately and provided an effective method of grouping according to skill needs; and (4) the Croft program can be used with junior high students, and the materials and methods are relevant. It was recommended that the Croft program be continued. Tables and appendixes are included. (AW)

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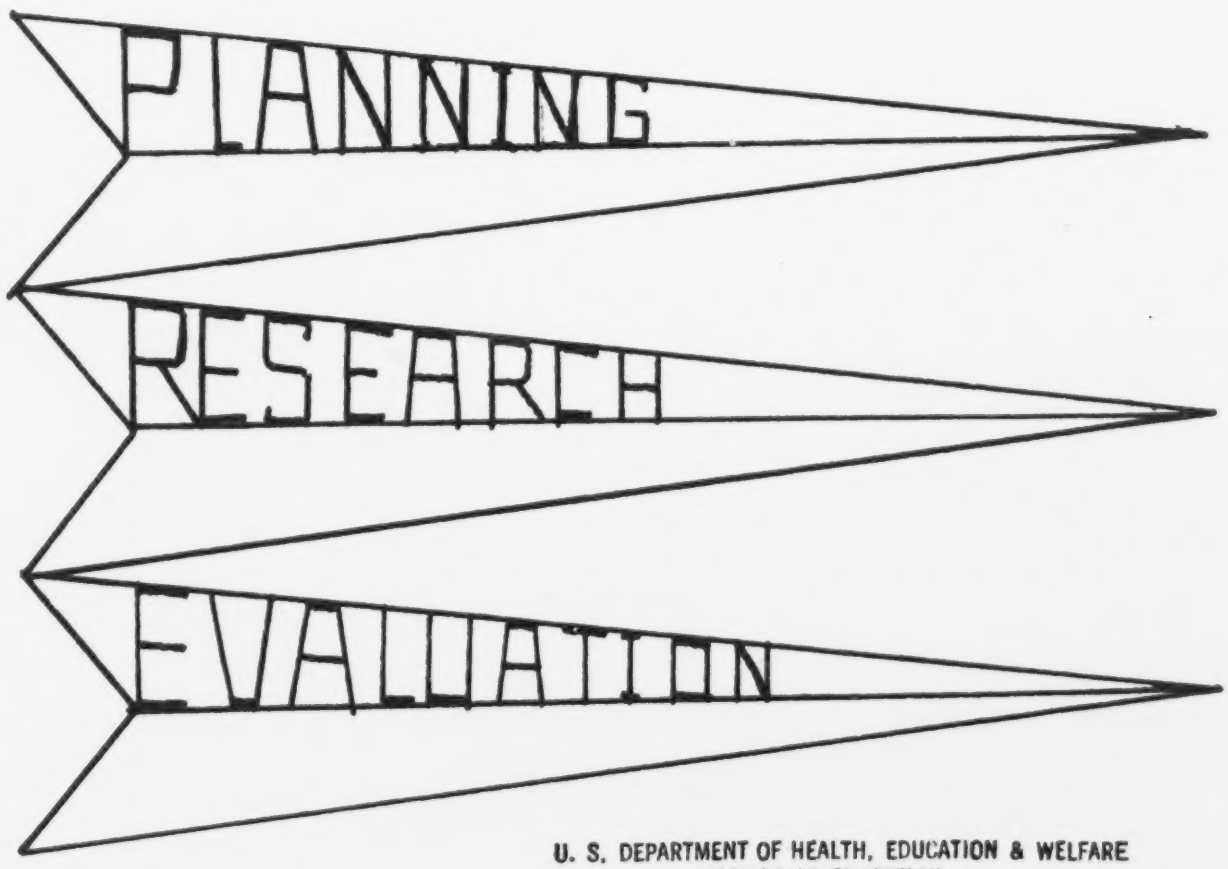
AN EVALUATION OF

THE CROFT IN-SERVICE READING PROGRAM



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The Departments of Research and Evaluation
Division of Planning, Research and Evaluation
District of Columbia Public Schools

October, 1971

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Evaluation Summary

Title: Croft In-Service Reading Program

Project Location: Elementary and Junior High Schools Throughout Washington, D.C.

Date: January 19 thru March 23, 1971

Target Population: Approximately 600 Elementary and Junior High School Teachers of the District of Columbia Public School System

Staff: Personnel from the English and Language Arts Departments

Background and Rationale:

Two requirements for implementation of the Academic Achievement Plan were: (1) continued training and professional on-the-job support to teachers; and (2) adequate professional training in behavioral development, diagnosis, remediation, and familiarity with a variety of methods and materials.

The Croft In-Service Reading Program was one program selected for the in-service training of the District of Columbia public school teachers. This program proposed to help teachers at every grade level to acquire the skills and knowledges necessary to be successful in teaching word attack skills. It is well to note that the Croft Program was designed primarily for elementary teachers.

Purpose of Study:

This evaluation has been designed to determine the extent to which the participating teachers feel that they were able to acquire the skills and knowledges necessary for success in teaching work attack skills, and the effect this teaching had on the students involved. Special attention will be on the responses of the Junior High School teachers.

Results and Discussion:

Data was collected from 148 elementary teachers and fifty-five Junior High School teachers. Analysis of the data indicated that:

1. The Croft approach to teaching word attack skills has value for Elementary and Junior High School teachers.
2. The children with whom the teachers used the Croft approach improved their word attack skills significantly.
3. The Croft diagnostic tests helped to diagnose student weaknesses quickly and accurately, and provided an effective method of grouping according to skill needs.

4. The Croft program can be used with Junior High students and the materials and methods are relevant.

Conclusion:

The Croft In-Service Reading Program enables a teacher to acquire the skills necessary to be successful in teaching word attack skills. Significant improvement was made by students diagnosed as needing specific word attack skills after being exposed to the prescribed instructions.

The participants highly recommended that the Croft In-Service Reading Program be offered to teachers indicating a need for additional training in word attack skills. The overall program was rated "good" to "excellent" by Junior High and Elementary teachers respectively.

Since the overall purpose of in-service training is the improvement of the professional competence and functioning of the teachers, it is concluded that the Croft In-Service Program meets the requirements of a successful in-service training program for teachers who need to acquire, or improve their skills in teaching word attack skills.

Recommendation:

The Croft In-Service Reading Program should be continued in order to provide training for:

1. All teachers who express the need to acquire, or improve their skills in teaching word attack skills.
2. All teachers recommended by their supervisors and/or principals as needing additional skills in teaching word attack skills.
3. All beginning teachers.
4. Junior High Subject area teachers (especially reading, English and Mind teachers), who lack the training necessary for successfully teaching word attack skills.

It is further recommended that the Croft workshops begin during the first months of the school year to allow teachers to use the approach systematically throughout the entire school year.

INTRODUCTION

The basic overall purpose of in-service training is the improvement of the professional competence and functioning of the teacher. The teacher's efficiency in dealing with day to day classroom problems may determine the success or failure of each child in achieving consistent with his potential.

Background and Rationale

Two of the requirements for implementation of the Academic Achievement Plan were: (1) continued training and professional on-the-job support to teachers; and (2) adequate professional training in behavioral development, diagnosis, remediation, and familiarity with a variety of methods and materials.

With this in mind the Croft In-Service Reading Program was one of the programs selected by the Department of Instructional Services for in-service training of teachers in the District of Columbia Public Schools. This program proposed to help elementary teachers at every grade level, and with every level of pupil development. It also proposed that teacher learnings could be immediately transmitted to the pupil through the use of the Croft method of teaching word attack skills and the use of the Croft materials for diagnosing and prescription.

Purpose of Study

This evaluation has been designed to determine the extent to which:

1. Participating teachers feel they were able to acquire the skills necessary to be successful in teaching word attack skills.

2. Participating teachers feel that the Croft approach and materials promotes student mastery of word attack skills.

3. Participating teachers feel the Croft method provides training and materials necessary for diagnosing student weaknesses accurately.

4. Participating Junior High School teachers feel that the Croft approach and materials can be used with students in Junior High School.

5. The training received in the school sited Croft workshops was comparative to that received in the Croft workshop centers.

6. The participants feel that the Croft In-Service Program is a worthy in-service training program for the teachers of the District of Columbia Public Schools.

Definitions

1. Elementary Centers - Workshops set up in different areas of the school system for elementary teachers from schools in that area to attend, and conducted by personnel from the Language Arts Departments.

2. Junior High Centers - Workshops set up in different areas of the school system for Junior High teachers from schools in that area to attend, and conducted by personnel from the English Department.

3. School Sited Workshops - Workshops set up in individual elementary schools for the teachers of that particular school, and conducted by one of that school's staff members who had previously attended a Croft Leadership Training Workshop.

4. Group - participants of either the elementary centers, Junior High centers, or of the school sited workshops.

Delimitations

Data collection for Cycle I of the Croft In-Service Reading Program was made after completion of the ten week training and was limited to the participants' responses on an evaluation instrument that was mailed to all teachers in the sample.

PROCEDURE

Sample

The Croft In-Service Reading Program was offered city wide to all elementary and Junior High faculties interested in improving the teaching of reading centered around a systems approach to word-attack skills. It was originally planned for nineteen elementary school centers with twenty teachers each for a total of 380 participants. The teachers were identified by the volunteer advisory council, and by their principals with preference to the Reading Mobe Team leaders. A librarian from each area was also to be included.

Ten Junior High school centers were set up for 200 participants. Each Junior High school in the center area was permitted to send the following personnel to attend the workshops:

1. English Department Chairman

2. Chairman, Reading Mobilization Team (If same as English Chairman, an additional English teacher)

3. Two to four interested teachers who can be released (Perhaps other members of the Reading Mobe Team)

4. One Reading Teacher

5. Librarians as designated

Some elementary schools decided to conduct their own school sited workshops for their faculties. These schools also furnished their own Croft materials. The participant questionnaire was mailed to 332 teachers who attended sixteen elementary centers; 153 Junior High teachers in ten centers; and 65 elementary teachers who attended one of three school sited workshops for a total of 550 participants. See Appendices A thru D.

Instruments and Collection of Data

The participant questionnaire was devised by the Department of Research and Evaluation with input from the Office of Staff Development and the English Department. Questionnaires were sent to the individual schools of the 550 teachers in the evaluation sample after the completion of their training in the Croft In-Service Program.

Members of the evaluation team met with a representative from the Croft Company, the directors, and coordinators from the different departments of the school system responsible for the Croft In-Service training program to acquire necessary background information.

Analysis of Data

Data received from 203 participant questionnaires were compiled and analyzed. Means and percentages were computed from the responses of the different groups of participants; elementary center participants; elementary school sited participants; and Junior High center participants.

For items calling for ratings by teachers, the numerical values of zero, one, two and three were given to the ratings beginning with the lowest to the highest rating respectively. Means were then computed.

The results of the participants' responses are given in tabular and narrative form.

RESULTS AND DISCUSSION

Completed questionnaires were returned by: 136 elementary center participants; twelve school sited participants; and fifty-five Junior High center participants.

The participants expressed their opinions by rating a list of twelve statements relating to different aspects of the Croft In-Service Reading Program. The school sited participants felt that they needed to have instructional materials similar to those used in the Croft workshops to implement the Croft approach to word attack skills "to some extent". They also felt that they needed additional classroom instructional materials "to some extent". All other statements were rated "to a great extent". The elementary school center participants' ratings were very similar to the school sited ratings. All statements were rated "to a great extent" except one. The need for additional classroom instructional materials to implement the Croft Program in the content field was rated "to some extent".

The Junior High participants were broken down by subject fields to get a better picture of the effect of Croft workshops on teachers and students in different areas of study. The more positive ratings were given by the reading teachers, who rated all of the statements "to a great extent". The next higher ratings were given by the English teachers, followed by the social studies and MIND teachers. The English teachers felt that their students enjoyed the approach "to some extent". Also rated "to some extent" were: (1) the children have improved their word attack skills; and (2) the Croft materials have given me ideas for developing my own language arts materials. The remaining nine statements were rated "to a great extent" by the English teachers. Social studies and MIND teachers rated eight of the twelve statements "to a great extent" and the remainder were rated "to some extent". The other subject area teachers rated all statements at least "to some extent".

It is noted that the elementary teachers gave higher positive ratings than did the Junior High subject area teachers. This is to be expected since the program and materials were designed for elementary teachers, however it is well to note the similarities of the responses of the Junior High English and reading teachers and the elementary school teachers. All subject area teachers rated all statements at least "to some extent". This seems to indicate the relevancy of the Croft Program to teachers at the Junior High level.

The mean responses for all respondents are shown in Table I. To interpret the mean responses use the following scale.

Scale				
Rating	Not At All	To Some Extent	To A Great Extent	Totally
Mean Range	.0 to .4	.5 to 1.4	1.5 to 2.4	2.5 to 3.4

TABLE I

Participants' Mean Responses To Statements Pertaining To The Croft Program (N=203)

Statements	Elementary Teachers			Junior High School Teachers by Subject Fields							
	School Sited	Centers	Aggregate	English	Reading	Librarian	Social Studies	MIND	Math	Science	Aggregate
a. The Croft In-Service Reading Program enables a teacher to acquire the skills necessary to be successful in teaching word attack skills.	1.8	2.0	1.9	1.6	1.9	1.8	1.4	1.7	2.0	2.0	1.8
b. The Croft approach to teaching word attack skills has value for teaching reading in the content areas.	1.9	1.8	1.9	1.6	1.9	1.8	1.4	1.3	1.5	1.5	1.6
c. The children with whom I used the Croft materials have enjoyed the approach.	1.8	1.9	1.9	1.3	1.6	2.0	1.8	1.3	1.0	1.0	1.4
d. The children with whom I used the Croft materials have improved their word attack skills.	1.6	1.7	1.7	1.1	1.6	1.0	1.4	1.0	1.0	1.0	1.2
e. The workshop has prepared me to implement effectively the Croft method of word attack skills.	1.7	2.0	1.9	1.6	2.7	1.0	1.6	1.7	1.0	1.0	1.5
f. The workshop has prepared me to use effectively the Croft diagnostic tests.	2.2	2.2	2.2	1.9	2.3	1.0	1.6	2.0	1.5	1.0	1.6
g. The Croft In-Service workshops are a good use of in-service training time.	2.1	2.3	2.2	1.8	2.0	1.8	2.0	2.6	.5	1.5	1.7
h. The materials used in the Croft program have given me ideas for developing my own language arts materials.	1.7	1.9	1.8	1.4	1.5	1.0	2.0	2.3	1.0	3.0	1.7

TABLE I (cont.)

Participants' Mean Responses To Statements Pertaining To The Croft Program (N=203)

Statements	Elementary Teachers			Junior High School Teachers by Subject Fields							
	School Sited	Centers	Aggregate	English	Reading	Librarian	Social Studies	MIND	Math	Science	Aggregate
i. I need to have instructional materials similar to those used in the Croft workshops to implement the Croft approach to word attack skills	1.3	1.7	1.5	1.7	1.8	2.5	1.8	2.0	1.0	.5	1.6
j. I need additional classroom instructional materials to implement the Croft program in my content field.	1.0	1.4	1.2	1.8	1.6	3.0	1.8	2.0	2.5	2.0	2.1
k. I have implemented the knowledges and skills gained in the Croft In-Service training program.	1.8	1.8	1.8	1.5	2.1	1.3	1.6	2.7	1.0	1.0	1.6
l. I expect the students' word attack skills to increase with the aid of the Croft approach.	1.9	1.9	1.9	1.5	2.3	.5	1.4	1.0	1.5	1.5	1.4
Number Responding	12	136	148	29	8	6	5	3	2	2	55

Ninety percent of the elementary teachers and seventy percent of the Junior High school teachers indicated that they felt that the Croft diagnostic tests helped to diagnose student weaknesses quickly and accurately and also provided an effective method of grouping according to skill needs. The Junior High teachers felt, however, that the tests called for an excessive amount of clerical work. Both groups agreed that the tests did not require an unreasonable amount of time for testing. They also felt that the Croft systems approach to word attack skills did not: require an unreasonable amount of time for grouping and regrouping; create classroom management problems during testing; nor create classroom management problems during teaching of ad hoc groups. On the other hand neither did it resolve classroom management problems. The majority of both the elementary and Junior High school teachers felt that the Croft systems approach required the services of an aide. Those teachers whose schools had not ordered Croft materials for September, said they would like to be able to order the materials for September.

Over eighty-five percent of the elementary and Junior High school teachers recommended that the Croft training be offered to teachers indicating a need for additional training in word attack skills and that they would like to have additional in-service training in the teaching of specific reading skills, however they did not feel that it would be of value for them to go through the Croft program again. The elementary and Junior High teachers felt that Croft was more helpful than other known programs enabling teachers to be successful in teaching word attack skills. See Table II for the responses.

The great similarity of positive responses of Junior High teachers and elementary teachers is further indication of the relevancy of the Croft Program to the Junior High level and to teachers and pupils on both levels.

The Croft Program consisted of eight workshops. Workshop I was an orientation session. The other workshops were rated by the participants as to the extent to which certain knowledges and skills designed for each particular workshop were covered, received by the teachers, and provided help to the teachers. Also the intentions were to see if there were notable differences in workshop ratings since the sixteen elementary centers' workshops were lead by sixteen instructors from the Language Arts Department, the ten Junior High Centers' Workshops were lead by instructors from the English Department, and the three school site's workshops were lead by an instructor from each school's faculty.

TABLE II

Participants' Responses Re- Specifics of The Croft Program

Specifics	Elem. Teachers n=148							Jr. High Teachers n=55						
	Yes		No		Undecided		Responding	Yes		No		Undecided		Responding
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	
a. Do you think the Croft Diagnostic Tests:														
1. help you diagnose student weakness?	138	99	-	-	1	1	139	48	92	1	2	3	6	52
2. help you diagnose student weaknesses quickly?	135	93	8	6	2	1	145	36	71	9	18	6	11	51
3. help you diagnose student weaknesses accurately?	128	91	3	2	10	7	141	34	68	4	8	12	24	50
4. provide an effective method of grouping according to skill needs?	129	93	4	3	5	4	138	43	83	-	-	9	17	52
5. call for an excessive amount of clerical work?	65	49	59	44	9	7	133	28	54	19	37	5	9	52
6. require an unreasonable amount of time for testing?	32	24	92	68	12	8	136	20	39	24	47	7	14	51
b. Does the Croft systems approach to word attack skills:														
1. require an unreasonable amount of time for grouping and regrouping?	22	16	97	71	17	13	136	18	34	27	51	8	15	53
2. resolve classroom management problems?	18	13	91	66	29	21	138	8	16	28	56	14	28	50
3. resolve classroom management problems because of ad hoc groups?	39	30	68	52	23	18	130	9	18	27	55	13	27	49
4. create classroom management problems during testing?	33	25	93	70	7	5	133	22	42	25	48	5	10	52
5. create classroom management problem during teaching of ad hoc groups?	21	16	100	76	10	8	131	19	37	24	47	8	16	51
6. require the services of an aide?	74	55	44	33	16	12	134	33	65	11	22	7	13	51

TABLE II con't

Participants' Responses Re- Specifics of The Croft Program

Specifics	Elem. Teachers n=148							Jr. High Teachers n=55						
	Yes		No		Undecided		Responding	Yes		No		Undecided		Responding
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	
c. Has your school ordered Croft materials for Sept.?	40	43	34	37	19	20	93	7	22	15	47	10	31	32
1. If not would you like to be able to order Croft program materials for September?	89	88	8	8	4	4	101	24	71	2	5	8	24	34
d. Would you recommend that the Croft In-Service Training Program be offered to teachers indicating a need for additional training in word attack skills?	140	96	1	1	5	3	146	47	89	2	3	4	8	53
e. Do you think the Croft In-Service Reading Program is more helpful than other programs you know about in enabling teachers to be successful in teaching word attack skills?	104	75	13	9	22	16	139	25	47	5	10	23	43	53
f. Would it be valuable for you to go through the Croft program again to reinforce the skills taught?	58	41	63	45	19	14	140	23	46	24	48	3	6	50
g. Would you like to have additional in-service training in the teaching of specific reading skills?	127	86	13	9	7	5	147	46	90	1	2	4	8	51

TABLE III
Participants' Mean Ratings of The Croft Workshops

I	II				III				IV			
Workshop Number	To what extent were these knowledges and skills covered in the Croft program?				To what extent were your knowledges and teaching skills in these areas increased?				To what extent will the knowledges and skills aid you in your teaching?			
	Elem. N = 148		Jr. High Centers N=55	Aggregate Mean N=203	Elem. N = 148		Jr. High Centers N=55	Aggregate Mean N=203	Elem. N = 148		Jr. High Centers N=55	Aggregate Mean N=203
	School Sited N=12	Centers N=136			School Sited N=12	Centers N=136			School Sited N=12	Centers N=136		
Workshop II - Diagnosis	2.1	2.1	1.9	2.0	1.8	1.7	1.5	1.7	1.9	1.9	1.6	1.8
Workshop III - Using Test Results for Grouping and Teaching	1.8	2.1	1.8	1.9	1.8	1.8	1.5	1.7	1.8	2.0	1.6	1.8
Workshop IV - Phonic Analysis: Consonant Sounds	1.8	2.2	1.9	2.1	1.6	1.6	1.6	1.6	1.7	1.9	1.6	1.7
Workshop V - Phonic Analysis: Vowel Sounds	1.8	2.2	2.0	2.0	1.6	1.6	1.5	1.6	1.7	1.8	1.5	1.7
Workshop VI - Phonic Analysis: Vowel Principles	1.8	2.1	1.9	1.9	1.6	1.6	1.6	1.6	1.7	1.8	1.5	1.7
Workshop VII - Structural Aanlysis: Meaning Units	1.8	2.1	1.9	1.9	1.7	1.7	1.5	1.6	1.7	1.7	1.6	1.7
Workshop VIII - Structural Analysis: Syllables	1.8	2.1	1.9	1.9	1.7	1.7	1.6	1.7	1.7	1.8	1.5	1.7
Aggregate Mean	1.8	2.1	1.9	1.9	1.7	1.7	1.5	1.6	1.7	1.8	1.6	1.7

A mean range of 1.5 to 2.4 indicates a rating of "to a great extent". Table III shows that participants in all groups rated all workshops as covering the skills and knowledges, proposed to be covered, "to a great extent". Teachers' knowledges and skills in these areas were increased "to a great extent". Teachers also expected these knowledges and skills to aid them in their teaching "to a great extent".

Three specific questions were asked Junior High school teachers only to further determine the relevancy of the Croft In-Service Training Program to the students and teachers in Junior High school. Seventy percent of the Junior High teachers felt that the Croft program could be used with their students and that the methods were relevant. Fifty percent felt that the materials were relevant, while nineteen percent were undecided. We assume that those undecided have not had sufficient time to assess the approach with their students. The responses are shown in the following table.

TABLE IV

Junior High Teachers' Responses to Three
Specific Questions About The Croft Program

Questions	Yes		No		Undecided		Number Responding
	No.	%	No.	%	No.	%	
Can this program be used with your students?	36	70	8	15	8	15	52
Are the materials relevant?	26	50	16	31	10	19	52
Are the methods relevant?	37	72	8	15	7	13	52
Total	99	63	32	21	25	16	156

Thirty-two Junior High teachers answered no to the three questions in Table IV. Fifteen of these teachers gave an explanation as to why they felt this way. These explanations follow. The number in parenthesis indicates the number of teachers giving the explanation.

1. The Croft materials are too elementary and immature to hold the interest of Junior High students. (10)

2. The method of presentation is not geared for the Junior High level. (3)

3. There are too many reading levels in each classroom. (2)

Seventy percent of the Junior High School teachers gave the workshop instructional staff and the overall Croft program a rating of "good to excellent". Only two percent of the fifty teachers responding rated these aspects less than fair. The teachers' responses and mean rating are shown in the following table. A mean range of 1.5 thru 2.4 indicates a rating of good.

TABLE V

Junior High Teachers' Ratings of the Croft Program and Staff

Rating of:	Excellent	Good	Fair	Poor	Number Responding
Workshop Instructional Staff	17	18	12	3	50
Mean					1.9
Croft In-Service Training Program	17	21	10	2	50
Mean					2.1

The elementary center teachers rated their workshop instructional staff "excellent". The school sited teachers rated their workshop instructional staff "good". Both groups rated the overall Croft In-Service Program, as to its relevancy and benefit to teachers, "excellent". The ratings are shown in the following table. A mean range of 1.5 thru 2.4 is good. 2.5 through 3.4 is excellent.

TABLE VI

Elementary Teachers' Ratings of the Croft Program and Staff

Rating of:	Excellent		Good		Fair		Poor		Number Responding	
	School Sited	Ctrs.	School Sited	Ctrs.	School Sited	Ctrs.	School Sited	Ctrs.	School Sited	Ctrs.
Workshop Instructional Staff	2	33	3	13		2			5	48
Mean									2.4	2.6
Croft In-Service Training Program	3	31	2	15		2			5	48
Mean									2.6	2.6

In Croft systems approach to word attack skills, the Cooper-McGuire Diagnostic Word-Analysis Test is used to measure thirty-two instructional objectives of the program. See Appendixes E and F.

There is one subtest for each objective. Form A, a pretest, is used as a starting point for instruction. Form B is used as a posttest after instruction has been completed. Supplying data as to the use of the Diagnostic Word-Analysis Test was optional on the questionnaire sent to the participants. The optional part was completed by twenty-eight elementary teachers and three Junior High School teachers (one reading and two Mind teachers).

The twenty-eight elementary teachers administered the pretest to 4,834 students. Of this number 2,773, or 57%, needed instruction in specific word attack skills. After the prescribed instructions were given to these 2,773 students the posttest was administered to them. The posttest indicated that 1,205, or 43% indicated a need for additional instruction, 57% or 1,568, indicated they had acquired the needed skills. A t test was applied to test the significance of the difference between the number needing specific instruction on the pretest and the number found still needing instruction on the posttest. With a df of 31 a t of 2.75 was needed to be significant at the 1% level of confidence. With an obtained t of 13.38, we concluded that the prescribed instructions given the students in the interim between the pre- and posttest made a significant difference in the students' acquiring of needed word attack skills.

The three Junior High School teachers administered the pretest to a total of fifty-five students. Fifty-two students, or 96%, indicated a need for instructions in a specific word attack skill. After prescribed instructions, twenty-three, or 44%, of those originally needing instructions, indicated a need for additional instructions. A t test was applied. With a df of 6, a t of 3.70 was needed to be significant at the 1% level of confidence. A t of 5.18 was obtained; thus, we concluded that there was a significant difference in the number of students needing instruction in word attack skills on the pretest and the number still needing instruction posttest. It is further concluded that this was a positive difference due to the instructions received between the pre- and posttests. See Table VII for the breakdown of the teachers' usage of the Croft Diagnostic Word-Analysis Tests. All participants were given the opportunity to give comments. All comments, positive and negative are listed for those included in our sample data.

Table VII

Teachers' Use of the Croft Diagnostic Word-Analysis Tests

1	2		3				4			
Test Number	How many of your students were given each pretest?		How many of those (indicated in col. 2) needed instruction on the word attack skill covered?				How many of those (indicated in col. 3) still needed instruction on that skill following the post test?			
			Elementary		Junior High		Elementary		Junior High	
	Elem.	Jr. High	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
R 1	222	16	146	66	13	81	66	45	7	54
2	187	-	146	78	-	-	52	36	-	-
3	184	-	141	77	-	-	53	37	-	-
4	184	-	155	84	-	-	73	47	-	-
5	139	-	112	81	-	-	38	34	-	-
P 1	135	5	71	53	5	100	42	59	3	60
2	91	1	44	48	1	100	24	55	0	0
3	140	9	65	46	9	100	23	35	4	44
4	122	-	65	53	-	-	27	41	-	-
5	128	-	75	59	-	-	30	40	-	-
6	127	-	72	57	-	-	34	47	-	-
7	123	-	75	61	-	-	37	49	-	-
8	131	-	106	81	-	-	38	36	-	-
9	124	10	95	77	10	100	27	28	3	30
10	188	-	130	69	-	-	60	46	-	-
11	123	-	86	70	-	-	35	41	-	-
12	128	8	94	73	8	100	38	40	3	38
13	110	-	58	53	-	-	32	55	-	-
14	149	-	74	50	-	-	35	47	-	-
15	176	-	93	53	-	-	46	49	-	-
16	217	-	125	58	-	-	53	42	-	-
17	227	-	101	44	-	-	51	50	-	-
S 1	162	-	84	52	-	-	42	50	-	-
2	133	-	68	51	-	-	34	50	-	-
3	116	6	54	47	6	100	23	43	3	50
4	103	-	53	51	-	-	21	40	-	-
5	164	-	74	45	-	-	28	38	-	-
6	179	-	95	53	-	-	41	43	-	-
7	198	-	72	36	-	-	37	51	-	-
8	187	-	79	42	-	-	37	47	-	-
9	113	-	29	26	-	-	10	34	-	-
10	124	-	36	29	-	-	18	50	-	-
Totals	4834	55	2773	57	52	96	1205	43	23	44

Following is a list of comments given by the three groups of participants. The number in parenthesis indicates the number of teachers making the comment.

Following is a list of comments given by the three groups of participants. The number in parenthesis indicates the number of teachers making the comment.

Elementary Center Teachers N=38

1. I believe the Croft In-service Reading Program should be made mandatory for every elementary teacher in the Washington, D.C. School System. (7)

2. The Croft In-service Training Program was excellent and most beneficial. (4)

3. I would suggest that the Croft In-service Training Program be given at the beginning of the school year. (3)

4. The instructors were dynamic and excellent in presenting the Croft Program. (3)

5. The Croft Program should be made available to all teachers. (3)

6. I look forward to implementing the program in September 1971. (3)

7. The Croft Approach should be coordinated by grade level so teachers, if necessary, could exchange students for ad hoc grouping. Also an aide or community helper would be a great help to teachers in implementing the program.

8. I found the program beneficial, but I had to take too much time in correcting and charting the test results.

9. The Croft approach is definitely helpful, because of its systematic programming.

10. Aides would be most helpful along with large classrooms and mobile chalkboards; etc.

11. As a recent graduate of a University and a veteran of no less than three reading courses, I feel that the Croft Program was the most realistic, concise, and positive course offered due to its format and its being in-service training.

12. I love the Croft Approach to teaching word attack skills. I learned a great deal, and intend to implement this knowledge in my teaching this fall.

13. The Croft Approach would be more effective on a team teaching basis according to grade level.

14. I am currently working with the Phonetic approach to reading for developing word attack skills and therefore have a good background in this area, however; for teachers who have not had such experience, the Croft Program would be an invaluable aid.

15. The full value of this training can be seen better after we have been able to use these skills systematically for a whole school year.

16. Thanks for the opportunity; I enjoyed the program and received a great deal of insight in structuring a better reading program; all teachers would benefit.

17. The program was a valuable experience for me and my class. The simplicity of the tests and instructions kept students enthusiastically striving to reach another level of difficulty.

18. The program is good; credit hours should be given; also a refresher course should be held in the fall for those involved.

19. The course was a refresher in basic skills and gave me a new approach to use with my people.

20. I would like to see the use of more relevant vocabulary for urban children. The diagnostic tests are excellent.

21. Had I not been involved in a phonics program already (Project Read), I think I might have evaluated this program differently; Croft was repetitious and totally useless in many areas.

School Sited Teachers N=2

1. In my opinion Croft is a good tool for diagnosing; the Croft method may be used in conjunction with other methods in teaching word attack skills.

2. This is the most useful workshop I have taken; it tells you what to teach and how to teach it; and it uncomplicates the teaching of phonics.

The comments from the Junior High School teachers are listed according to subject area teachers.

English N=14

1. I think the Croft In-Service Training Program would have been of great benefit if the teachers involved would have been allowed to attend the full two hours each session. I was not able to, because I didn't have anyone to cover my classes.

2. Elementary teachers should have found the program relevant and beneficial. Junior High teachers, however, would have to develop a complete program using the Croft methods in order to benefit.

3. In my opinion, the Croft Program could be used as an educational resource by teachers. There seems to be no need for so much time missed from my own classes. The instructors certainly need to be better trained if they are going to present the materials to experienced teachers. There is a great deal of worthwhile materials offered in the Croft Program.

4. This course should be taught after school. Problems were caused because teachers had to cover for those taking the course.

5. This program could be a success with the Junior High school teacher if a different approach was used. I think the plan as is, is more beneficial to the elementary teacher and pupil.

6. The program might be beneficial to a new teacher with no reading-teaching experience. It was more of a course for para-professionals. The class should not have included reading specialists, etc. The Croft Program should be adopted by college education courses.

7. The Program contains many valuable advantages, yet I found that with classes that are large and contain a large number of students on varying levels, the diagnostic tests are too time consuming and requires too much meticulous concern.

8. More of the same type of program should be incorporated into the total in-service program.

9. It was my feeling that the materials were geared to elementary school and not too relevant to secondary school students.

10. I thought the word attack phase of the program was very good. I would like to participate in the comprehension skills phase.

11. I was quite impressed with the program and with the progress my students made as a result of its use.

12. The program was offered too late in the school year to show any real results. It is difficult for one teacher to instruct individually the many ad hoc groupings.

13. The program was extremely helpful. It was orderly, sequential and structured.

14. The diagnostic part of the instruction - though comprehensive and excellent - is too unwieldy for a Junior High school teacher with 150 pupils and a wide range of reading ability. Ad hoc grouping by skills is not feasible. The Croft Program could be

implemented satisfactorily, I believe, if English classes were more homogeneous, i.e. arranged according to skills needed or according to grade levels in reading. The range in each class must be narrowed.

Reading N=5

1. The Croft Word Attack is excellent for elementary teachers, reading teachers and English teachers; however, many subject matter teachers do not feel the material is relevant unless it is used in coordination with their own vocabulary.

2. On the secondary level, except in many remedial situations, the Croft materials will need much supplementing and upgrading in order to retain relevancy in most classrooms.

3. The Croft In-Service Reading Program is quite helpful in teaching word attack skills.

4. This workshop was of great benefit to teachers.

5. The Croft plan is of great value to content teachers. I believe that is its most beneficial purpose.

MIND N=2

1. A workshop in comprehension skills would be of great benefit.

2. It is unfair to rate the program as it was conducted in my building. Participants could only attend provided they could find teachers willing to cover their classes. The administration did nothing to alleviate this problem; thus most teachers missed half of the sessions.

Social Studies N=2

1. The Croft Program is better for elementary than Junior High pupils.

2. The workshops could have been more effective if teachers had been given more time to prepare the materials and analyze its effectiveness on the students.

Librarian N=1

1. These nine weeks were a total waste of time for me. The instructor was not prepared and the materials were not adapted to the Junior High School content level.

CONCLUSIONS

From the analysis of the data supplied by the participants in the Croft In-Service Reading Program the following conclusions were drawn:

1. The Croft Approach to teaching word attack skills has value for teaching word attack skills.

2. Teachers' knowledges and skills in the areas covered in the workshops were increased.

3. The knowledges and skills gained by the teachers aided them in teaching word attack skills.

4. The use of the diagnostic tests helped teachers diagnose students' weaknesses quickly and accurately.

5. A significant number of students who were diagnosed and given the Croft prescribed instructions mastered the needed skills.

6. The Croft Program can be used with Junior High School students, and the materials and methods are relevant.

7. The Croft In-service Program is a good use of in-service time.

8. The participants highly recommend that the Croft Program be offered to teachers indicating a need for additional training in word attack skills.

9. Junior High and elementary teachers rated the overall program "good" to excellent, respectively.

10. The instruction and leadership received in the school sited workshops were rated very favorably to that received in the workshop centers.

Since the overall purpose of in-service training is the improvement of the professional competence and functioning of the teacher, it is further concluded that the Croft In-Service Program meets the requirements of a successful in-service training program for teachers to acquire skills and/or to improve skills in teaching word attack skills and is in keeping with the Plan for Academic Achievement.

RECOMMENDATIONS

The Croft In-Service Reading Program should be continued in order to provide training to:

1. All teachers who express the need to acquire, or improve their skills in teaching word attack skills.

2. All teachers recommended by their supervisors and/or principals as needing additional skills in teaching word attack skills.

3. All beginning teachers.

4. Junior High subject area teachers, (especially reading, English, and MIND teachers) who lack the training necessary for successfully teaching word attack skills.

It is further recommended that the Croft workshops begin during the first months of the school year to allow the teachers to use the approach systematically throughout the entire school year.

APPENDIX A

Participants' Questionnaire, Cycle I

Division of Planning, Research and Evaluation
Departments of Research and Evaluation

Croft In-Service Reading Program
Participant Questionnaire, Cycle I
June 1971

Date of Response _____

Level: Elementary -- Primary _____ Intermediate _____
Junior High -- Subject _____

As you have been a participant in the Croft In-Service Reading Program, your reactions are an important part of the assessment of the overall program. Please complete the following questionnaire, answering all items unless designated otherwise. Thank you.

1. Check the appropriate column to indicate your opinion about the following statements.

	Totally	To A Great Extent	To Some Extent	Not At All	Does Not Apply
a. The Croft In-Service Reading Program enables a teacher to acquire the skills necessary to be successful in teaching word attack skills.					
b. The Croft approach to teaching word attack skills has value for teaching reading in the content areas.					
c. The children with whom I used the Croft materials have enjoyed the approach.					
d. The children with whom I used the Croft materials have improved their word attack skills.					
e. The workshop has prepared me to implement effectively the Croft method of word attack skills.					
f. The workshop has prepared me to use effectively the Croft diagnostic tests.					

	Totally	To A Great Extent	To Some Extent	Not At All	Does Not Apply
g. The Croft In-Service workshops are a good use of in-service training time.					
h. The materials used in the Croft program have given me ideas for developing my own language arts materials.					
i. I need to have instructional materials similar to those used in the Croft workshops to implement the Croft approach to word attack skills.					
j. I need additional classroom instructional materials to implement the Croft program in my content field.					
k. I have implemented the knowledges and skills gained in the Croft In-Service training program.					
l. I expect the students' word attack skills to increase with the aid of the Croft approach.					

2.

	Yes	No	Undecided
a. Do you think the Croft Diagnostic Tests:			
1.) help you diagnose student weakness?			
2.) help you diagnose student weaknesses quickly?			
3.) help you diagnose student weaknesses accurately?			
4.) provide an effective method of grouping according to skill needs?			
5.) call for an excessive amount of clerical work?			
6.) require an unreasonable amount of time for testing?			
b. Does the Croft systems approach to word attack skills:			
1.) require an unreasonable amount of time for grouping and regrouping?			
2.) resolve classroom management problems?			
3.) resolve classroom management problems because of ad hoc groups?			
4.) create classroom management problems during testing?			
5.) create classroom management problems during teaching of ad hoc groups?			
6.) require the services of an aide?			

	Yes	No	Undecided
c. Has your school ordered Croft materials for September?			
1.) If not would you like to be able to order Croft program materials for September?			
d. Would you recommend that the Croft In-Service Training Program be offered to teachers indicating a need for additional training in word attack skills?			
e. Do you think the Croft In-Service Reading Program is more helpful than other programs you know about in enabling teachers to be successful in teaching word attack skills?			
f. Would it be valuable for you to go through the Croft program again to reinforce the skills taught?			
g. Would you like to have additional in-service training in the teaching of specific reading skills?			

3. Rate the knowledges and skills covered in each workshop (Column I) by answering the questions at the top of columns II, III, and IV.

I	II				III				IV			
Workshop	To what extent were these knowledges and skills covered in the Croft program?				To what extent were your knowledges and teaching skills in these areas increased?				To what extent will the knowledges and skills aid you in your teaching?			
	Totally	To A Great Extent	To Some Extent	Not At All	Totally	To A Great Extent	To Some Extent	Not At All	Totally	To A Great Extent	To Some Extent	Not At All
Workshop II - Diagnosis												
Workshop III - Using Test Results for Grouping and Teaching												
Workshop IV - Phonic Analysis: Consonant Sounds												
Workshop V - Phonic Analysis: Vowel Sounds												
Workshop VI - Phonic Analysis: Vowel Principles												
Workshop VII - Structural Analysis: Meaning Units												
Workshop VIII - Structural Analysis: Syllables												

4. JUNIOR HIGH ONLY: Check the appropriate column.

	Yes	No	Undecided
a. Can this program be used with your students?			
b. Are the materials relevant?			
c. Are the methods relevant?			

If you checked "no" for any or all, please explain why.

5. Rate the workshop's instructional staff. (Check one.)

Excellent _____ Good _____ Fair _____ Poor _____

6. Rate the overall Croft In-Service Training Program as to its relevancy and benefit to teachers. (Check one.)

Excellent _____ Good _____ Fair _____ Poor _____

7. Comments:

Please return through Clerical Service to: Department of Research & Evaluation
Presidential Building, Room 1013
Attention: Mr. Cobb

6/3/71

Note: The following information would be most helpful to the overall analysis of the program. However, due to the many demands on your time, consider this question optional.

* * * * *

Indicate your use of the Diagnostic Word Analysis Tests listed in column 1, by answering for each test the questions at the top of the other columns.

1	2	3	4
Tests	How many of your students were given each pretest?	How many of those (indicated in col. 2) needed instruction on the word attack skill covered?	How many of those (indicated in col. 3) still needed instruction on that skill following the post test?
R 1			
2			
3			
4			
5			
P 1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
S 1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

APPENDIX B

Elementary School Centers, Leaders, and Feeder Schools

Elementary School Centers, Leaders, and Feeder Schools

Centers-Leaders		Feeder Schools		
1.	Bancroft Peggy Brown	Adams Bancroft Bruce	Cooke, H.D. Meyer Monroe	Park View Raymond Tubman
2.	Barnard Bevery Hummel	Barnard Clark Petworth	Powell Rudolph Sharpe	West
3.	Blow-Pierce Barbara Hardy	Blow-Pierce Kenilworth	Miner Webb	Young
4.	Drew Bernice Elam	Aiton Burrville Carver	Drew Houston Merritt	Smothers
5.	Emery Catherine Wheeler	Brookland Crummell Eckington	Emery Gage Noyes	Slowe Wheatley
6.	Gibbs Lois Bythewood	Bryan Gage	Lovejoy Maury	Payne
7.	Harris Christine Holston	Harris Kenilworth	Nalle	Young
8.	LaSalle Patricia Behlin	Bunker Hill Burroughs	Keene Langdon	LaSalle Woodridge
9.	Scott Montgomery Tracy Hill	Bundy Cleveland Garrison Grant	Grimke Harrison Montgomery Morse	Stevens Sumner Thompson
10.	Shadd Charlene Haywood	Davis	Richardson	Shadd
11.	Simmons Catherine Phynes	Cook, J.F. Langston Lewis	Mott Perry Simmons	Walker-Jones
12.	Simon Theresa Richardson	Ketchum Leckie	Nichols Avenue	Simon
13.	Thomas Marian Tignor	Benning Plummer	River Terrace Thomas	Weatherless

Centers-Leaders		Feeder Schools		
14.	Truesdell	Brightwood	Shepherd	Truesdell
	Florence Duke	Mott	Takoma	Whittier
15.	Watkins	Brent	Lenox	Van Ness
	Eunice Cobb	Buchanan	Tyler	
		Giddings	Watkins	
16.	Wilson, J.O.	Blair, Ludlow, Taylor		
		Edmonds	Logan	Wilson, J.O.
	Colleta Holloway	Goding	Madison	

APPENDIX C

Junior High School Centers, Leaders, and Feeder Schools

Junior High School Centers, Leaders, and Feeder Schools

Centers-Leaders		Feeder Schools	
1. Browne Barbara Conyers	Browne	Eliot	Roper
2. Deal Gloria Edmonson	Deal	Lincoln	Paul
3. Evans Mano Ceaphus	Evans	Sousa	Woodson
4. Hamilton Julia Clayborne	Hamilton	Shaw	
5. Hart Constance Spencer	Hart	Kramer	
6. Hine Thelma Groomes	Hine	Jefferson	Randall
7. Johnson Isabelle Liggins	Douglass	Johnson	
8. Rabaut Christine Burgess	Banneker Garnet-Patterson	MacFarland	Rabaut
9. Stuart Paulyne Tureman	Langley	Stuart	Terrell
10. Taft Celeste Hamlin	Backus	Taft	

APPENDIX D

School With School Sited Workshops and Leaders

Schools With School Sited Workshops, and Leaders

Schools	Leaders
Amidon	Arlene McEachnie
Bowen	Ann Ostroff
Giddings	Ann Davis

APPENDIX E

The Cooper-McGuire Word-Analysis Test Objectives

The Cooper-McGuire Diagnostic Word Analysis Test Objectives

Subject	Instructional Objectives

Readiness

R1 Letter Names - Given groups of four letters, the learner will be able to select and mark the letter he hears dictated by the teacher with 80% accuracy.

R2 Letter Shapes - The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher, with 80% accuracy.

R3 Auditory Discrimination - Given three pictures whose names being with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words with 80% accuracy.

R4 Sound Blending - When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy.

R5 Discrimination of Word Forms - Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy.

Phonic Analysis

P1 Single Initial Consonants - The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning to two dictated words.

P2 Recall of Consonant Sounds - The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound.

P3 Substituting Initial Consonants - The learner will be able to make new words by substituting initial consonants in known words.

P4 Initial Consonant With Context - The learner will be able to use the context plus the initial consonant sound to figure out unknown words.

P5 Final Consonants - The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words.

P6 Position of Consonant Sound - The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word.

P7 Initial Blends and Digraphs he hears at the beginning of two dictated words.

P8 Substitution of Initial Blends and Digraphs - The learner will be able to make new words by substituting initial consonant blends and digraphs in known words.

P9 Final Blends and Digraphs - The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words.

P10 Auditory Perception of Vowels - The learner will be able to recognize and write the vowel he hears in a dictated word.

P11 Differentiating Between Long and Short Vowels - The learner will be able to differentiate between the long and short vowel sound.

P12 Identifying Vowel and Sound - The learner will be able to identify the vowel heard and record whether its sound is long, short, or r-controlled.

P13 Vowel Digraphs and Diphthongs - The learner will be able to identify the letters representing the vowel digraph or diphthong he hears when these sounds are dictated.

P14 Number of Vowels Heard In A Word - The learner will be able to indicate the vowels he hears in dictated words of one or more syllables.

P15 Vowel Principles - Given a statement of the most common vowel principles, the learner will be able to indicate which one applies to a given word.

P16 Application of Vowel Principles - Given a list of nonsense words, the learner will be able to mark the vowels to indicate whether they are long, short, r - controlled, or unsounded.

P17 Application of Phonics To Nonsense Words - Given a list of nonsense words, the learner will be able to pronounce them according to the letter sounds and vowel principles that have been taught.

Structural Analysis

S1 Word Endings - The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated.

S2 Finding The Root Word - The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix).

S3 Compound Words - The learner will be able to divide a compound word into its component parts.

S4 Contractions - The learner will be able to write the two words for which a contraction stands.

S5 Identifying Prefixes and Suffixes - The learner will be able to identify prefixes and suffixes in a list of derivaties.

S6 Use of Prefixes and Suffixes - Given a list of prefixes and suffixes, the learner will be able to identify the affix to be added to a given root word to make sense in a sentence.

S7 Number of Syllables in a Word - The learner will be able to indicate the number of syllables heard in a word by counting the vowel sounds.

S8 Application of Vowel Principles to Syllables - The learner will be able to apply vowel principles to syllables and indicate whether the vowel sound in a syllable is long, short, or r - controlled.

S9 Dividing Nonsense Words into Syllables - Given a list of two-syllable nonsense words, the learner will be able to divide them into syllables according to the principles of syllabilication.

S10 Pronouncing Nonsense Words - Given a list of two-syllable nonsense words, the learner will be able to pronounce them, making application of vowel sounds and principles to syllables.

APPENDIX F

Guide to Test Administration

Guide To Test Administration

Basal Reader Level	Tests to Administer	
Readiness and Preprimer	Readiness	R1 - R5
Primer and First Reader	Consonants	P1 - P6
	Vowels	P10
	Structure	S1
Second Reader	Consonants	P3 - P9 (pt. 1 only of P7)
	Vowels	P10 - P12
	Structure	S-1-53 (pt. 1 only of S2)
Third Reader	Consonants	P7 - P9
	Vowels	P10 - P17
	Structure	S2 (ft.2), S4 - S8
Fourth Reader	Vowels	P14 - P17
	Structure	S5 - S10
Fifth Reader and Above	Vowels	P15 - P17
	Structure	S5 - S10